

MSW Program Field Education Manual



March 2017

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SECTION I: GENERAL INFORMATION

Mission Statement

The emerging vision of the School of Social Work commits us to social justice, anti-oppressive social work practices, and to promoting critical enquiry that respects the diversity of knowing and being.

Our **educational** mission is to prepare generalist social work practitioners skilled in critical self-reflection and in working with individuals, families, groups and communities. In particular, we endeavour to prepare Indigenous social workers and child welfare practitioners and we emphasise structural, feminist, Indigenous and anti-oppressive analyses.

Our **scholarly** mission is to share and create collective knowledge and understanding through engaging in critical enquiry, and by supporting research and innovative curriculum development at the undergraduate and graduate levels.

Our **practice** mission is to act on social justice issues through community change initiatives and anti-oppressive social work.

In all our activities, we aspire to create a supportive environment that promotes equity, respect, responsibility, curiosity, collaboration, flexibility, risk-taking and creativity. We support inter-disciplinary collaboration. We seek to provide accessible and flexible social work education and we are committed to working across differences, such as gender, age, race, ethnicity, class, abilities, and sexual orientation.

The School of Social Work offers graduate programs leading to the degree of Master of Social Work/Master of Indigenous Social Work. The School is fully accredited by the Canadian Association of Schools of Social Work Education (CASWE) and is designed to provide graduate students with the opportunity to reflect on their practice experience in the context of the School's mission statement and to develop critical skills and their application to practice and/or research.

At the MSW level, the curriculum “provides knowledge and skills in research/scholarship, professional leadership, social work supervision and advance practice and/or areas of specialization” (CASWE Standards, 2014 Preamble).

“Field education is considered a central component of social work education because the integration of knowledge, values and skills in the context of field education is a critical and distinctive aspect of social work education. The purpose of field education is to connect the theoretical/conceptual contributions of the academic setting with the practice setting, enabling the student to acquire practice skills that reflect the learning objectives for students identified in the Standards.”

~ Canadian Association of Social Work Educators, Standards for Accreditation, May 2012

Core learning objectives from CASWE include: identifying as a professional social worker and adopting a value perspective of social work as a profession; adhering to social work values and ethics in professional practice; promoting human rights and social justice; supporting and enhancing diversity by addressing structural sources of inequality; employing critical thinking in professional practice; engaging in research; participating in policy analysis and development; engaging in organizational and societal systems' change through professional practice; and engaging with individuals, families, groups and communities through professional practice (3.1).

The School offers three types of entry into the MSW degree:

1. Entry to the MSWA degree:

Qualified BSW degree holders enter an advanced year of the MSW

2. Entry to the MSWF degree:

Qualified people with degrees other than social work enter a foundational year of studies prior to proceeding to the MSW Advanced program. If applicable, students completing the Foundation year program may qualify to complete the MSW Indigenous Specialization.

3. Entry to the MSW degree (Indigenous Specialization):

Eligible people with a BSW who have or are working in with Indigenous communities.

Program Objectives of the MSW Advanced Program

- Develop critical self-reflection and analysis of their role as social workers;
- Build on their experience and understanding of practice conditions and effective practice models;
- Analyze and critique social work theories and approaches to practice, using difference-centered theories;
- Develop skills for developing and applying critical social work theories and approaches to practice;
- Conceptualize, critique and develop their own practice framework;
- Develop and apply skills in research and critical inquiry within community contexts;
- Address the current impact of funding and program policies, organizational policies and structures and community dynamics on practice in their communities;
- Explore the challenges, opportunities and strategies for critical social work practice in inter-professional contexts;
- Cultivate practice approaches for working across differences of gender, age, race, ethnicity, class, ability and sexual orientation;
- Identify the leadership roles and distinctive contributions that social work can make to policy and practice in the human services and locate themselves as leaders in relevant practice and policy contexts

Program Objectives of the MSW Foundation year

- Develop critical self-reflection and critical analysis of social work from a variety of difference-centered theories, particularly Indigenous, critical race, poststructural and feminist approaches;
- Build on students' experience and understanding of the political conditions and contexts of social work practice and social policy;
- Cultivate practice approaches for working across difference; and
- Conceptualize and critique their critical social work practice framework.

Program Objectives of the MSW (Indigenous Specialization):

- “Centering” Indigenous culture, knowledge and understanding;
- building on students' own knowledge as experienced practitioners in Indigenous service settings;
- developing critical awareness and capacity for analysis and applying these skills to practice and policy development in Indigenous service settings;
- developing the capacity to conduct research and contribute to Indigenous knowledge building and transmission;
- identifying racism, colonization and oppression and contributing to liberating policies and practices;

- contributing to the development of culturally appropriate child welfare policies and practices;
- contributing to the development of healthy Indigenous communities;
- identifying international connections between Indigenous peoples and their knowledge and experience;
- developing leadership skills in policy development and administration in the context of Indigenous governance

Field Education in the MSW

Introduction:

At the graduate level, field education is intended to build upon practice and previous experience, and to provide opportunities to strengthen skills, knowledge, and understanding of current values and attitudes. The field education practicum provides the student opportunity to be reflective about their practice framework, to refine their identity as a social worker, and to apply theory to practice.

Principles Guiding Field Education

The principles of field education practice recognize:

- Students have the primary responsibility to identify and describe goals for ongoing professional development.
- The wellbeing of the participants in the field agencies take precedence over the learning needs of students.
- Within the limitations of a field education placement, students are expected to carry a reasonable workload
- Equal importance must be given both to the acquisition of knowledge and to the practice of skills. Students will be expected to learn from the wisdom of colleagues and service users as well as from academic sources.
- Field education agencies accept the student as a developing professional social worker and will not use students to meet staffing needs nor withhold appropriate assignments because of student status

Each practicum (SOCW506, 506A, and 540) requires 450 hours in the field setting. An Integrative Practice Seminar accompanies each practicum experience. The IPS is offered either, online, in person, or through a blended method and is facilitated by the faculty liaison. The practicum can be completed over one semester (called a block) or part-time over two semesters (available from Sept – April only). The minimum number of hours per week in placement is 14 hours.

Field education placement procedures are informed by the policies and regulations of the University of Victoria, the Faculty of Graduate Studies, the Faculty of Human and Social Development; and the School of Social Work. The policies and procedures for field education also meet the standards set by the accreditation body for schools of social work in Canada (Canadian Association of Social Work Education) and

Placements may be located in a wide range of community and government agencies under the direction of an experienced supervisor with an MSW. Policies are developed to guide students, faculty and staff and the agencies during the field education placement process to ensure fair and equitable treatment. Normally, the practicum is completed in one agency unless other arrangements have been approved by the Field Education

Coordinator prior to the commencement of the practicum. In order to provide continuity of experience for the student, agency personnel and service users, students should expect to be available for a minimum of 2 days per week. The field practicum placement normally starts the first week of a semester and is normally completed over one term. Extended (two-term) field placements may be arranged in consultation with the Field Education Coordinator and field supervisor/agency.

The Integrated Practice Seminar

The integration of field and classroom education occurs through the Integrative Practice Seminar component of each practicum. The primary focus of the IPS is to facilitate the development of the self-reflective, self-evaluating social work practitioner, to promote integration of theory and practice, share experiences and learn collaboratively with other students. Students are expected to actively discuss professional issues and practice problems and participate collectively and collaboratively in furthering their learning and promoting professional development. The Integrative Seminar is an essential component of the MSWF, the MSWA and the MSWI practicum experience, and participation in these seminars is mandatory for all MSW students.

Field Education in the MSW Program(s)

Social Work 506

The advanced practicum is for students in the MSWA program who have elected for the practicum/capstone option. The fieldwork component of the MSW program (SW 506) is an opportunity for students to build on existing knowledge and practice. Students are expected to apply new knowledge and experiences, to demonstrate qualities of leadership and excellence in their practice and to make a significant contribution to the practicum setting.

Social Work 540 Foundation Practicum

The foundation practicum is a requirement for all students in the first year of the MSWF program. The foundation year practicum (Social Work 540) is to be completed after the student has been admitted to the program and completed all core courses in the Foundation year as listed in the current University calendar.

Social Work 506A

The practicum component of the MSW Indigenous specialization program (SW 506A) is an opportunity for students to build on the existing knowledge and practice in the area of policy in the human services. SOCW 506A provides advanced level learning opportunities in settings, which reflect the program's commitment to social justice, anti-racist and anti-oppressive social work practices. Similar to the MSWA practicum, the 506A course objectives are reflective of with the MSWI curriculum. Students will also develop their own individual learning objectives for the practicum.

SECTION II: GENERAL POLICIES

Introduction

It is the student's responsibility to be familiar with all policies. Field education policies and procedures comply with the Accreditation Standards of for MSW programs as determined by the Canadian Association of Social Work Education); The policies and regulations set by the University of Victoria, the Faculty of Graduate Studies, the Faculty of Human and Social Development and the School of Social Work guide students, School faculty and staff and field work settings during the field education placement process.

Students may also be asked to provide significant additional documentation to agencies that are considering them for a placement. It is the student's responsibility to check with the Field Coordinators to determine which requirements must be met prior to starting placement and to follow through on meeting these requirements prior to beginning the placement.

The Faculty of Graduate Studies

The Faculty of Graduate Studies also has several policies that apply to your graduate program at UVic: These can be found at <http://www.uvic.ca/graduatestudies/>

The Faculty of Human and Social Development

The School of Social Work is housed in the Faculty of Human and Social Development. Students in the MSW program must abide by the Faculty's policies and Procedures (<http://www.uvic.ca/hsd/faculty-staff/policies/index.php>) including the HSD Guidelines for Professional Conduct as noted below:

“The Faculty of Human and Social Development expects students to develop and adhere to a professional code of conduct. The faculty supports models for professional conduct based on the following guidelines:

- submission of oneself to a professional code of ethics
- exercise of personal discipline, accountability and judgement
- acceptance of personal responsibility for continued competency and learning
- willingness to serve the public, client or patient and place them before oneself
- ability to recognize the dignity and worth of all persons in any level of society
- willingness to assist others in learning
- ability to recognize one's own limitations
- maintenance of confidentiality of information (including all electronic communication) appropriate to the purposes and trust given when that information was acquired
- acceptance that one's professional abilities, personal integrity and the attitudes one demonstrates in relationships with other persons are the measure of professional conduct

Students in the Faculty of Human and Social Development are also subject to the provisions of the code of ethics of their respective professions, and may be required to withdraw from their School for violating these provisions. Students may also be required to withdraw from their School when ethical, medical or other reasons interfere with satisfactory practice in their respective disciplines. ”. (Excerpt from University Calendar)

Confidentiality

The School of Social Work ,the Faculty of Graduate Studies, the University, and the practicum agencies all have confidentiality policies which spell out clearly who does and does not have access to what kinds of information and why the information is needed, especially information of an identifying nature. Further details are available on the School and University website.

Criminal Record Check

All MSW students will be required to consent to a criminal record check administered by the local provincial authority. In British Columbia this is the BC Ministry of Public Safety and Solicitor General. Only this level of criminal record check (not a local police or RCMP check) will satisfy this regulation.

Students are responsible for providing authorization for the review to the employer, practice agency or professional organization upon request and cooperating in the conduct of the review as needed. Without this authorization or cooperation, an organization may revoke its offer of employment or placement. Usually, the student must pay for the review, although some employers will absorb the costs. Some units on campus, where students are frequently placed in situations requiring a review, may have standard information or practices regarding the procedure. However, the University has no responsibility to involve itself in this process. The Field Education Coordinator will provide additional detail on criminal record check procedures.

The criminal record check must be completed prior to the student securing a practicum placement. It is important to start early so that your placement is not delayed.

Equity and Diversity

The University has established policies and procedures to protect students, staff and faculty from sexual harassment and other forms of harassment and discrimination. The Equity and Human Rights Office serves a central point of contact, resources, training, awareness and support to the University community on issues of equity and diversity. The University policy regarding discrimination and harassment, including sexual harassment of its students and employees, applies to students in the practicum setting. Students, field instructors and faculty members are expected to familiarize themselves with the University's policy and procedures in order to proceed effectively if an individual believes that harassment has occurred. (See Discrimination and Harassment Policy and Procedures (Policy GV0205) which can be found on the office website, www.uvic.ca/eqhr.)

Religious Observance

Students and supervisors should also be aware that the University's policy on religious observance applies to students in practicum. With respect to religious observances, the University of Victoria policy applies to students on practica. Students are asked to notify their supervisor in advance of anticipated leaves (see www.uvic.ca/eqhr.)

University Contracts and Liability Insurance

The University of Victoria requires an affiliation agreement with agencies providing field placement opportunities. The University maintains comprehensive liability insurance and has clear policies outlines the

legal responsibilities of the university and the field agency. This contract is negotiated by the University Secretary's Office at University of Victoria, not by the School of Social Work. Each affiliation agreement is designed specifically for the host agency and will be sent directly to the agency for review prior to confirmation of a field placement.

Academic Accommodation

In the practicum, academic accommodation is a collaborative process characterized by discussion with the student, Field Supervisor and Faculty Liaison. However, it is the student's responsibility to start this process. Policies for Graduate Students requiring accommodation can be found at http://www.uvic.ca/universitysecretary/assets/docs/policies/AC1205_2340.pdf

Electronic Communications (including Social Media)

Students must follow the [School of Social Work Electronic Communications Policy](#). The policy includes guidelines for the use of electronic communications including social media as it relates to your practicum. Please make sure you have reviewed and understand it.

Safety and Risk Management

Students in practicum settings interact with people who are often experiencing frustration due to life circumstances. All parties in the practicum need to be aware of risks so as to avoid potentially dangerous situations.

All practicum students at UVic are covered by injury insurance and if a student is injured during their practicum they must immediately complete an injury report and advise the Faculty Liaison.

The responsibilities of the Field Supervisor/Agency regarding risk management include:

1. Responding immediately to a student concern about safety. No safety issue can be seen as insignificant.
2. Informing students of safety and security programs/regulations of the agency.
3. Advising against students working alone in the agency, especially during evening hours.
4. Informing the student if an assigned client has a history of violence.
5. Discussing safety issues with students, particularly prior to potentially hostile situations or home visits.

Student responsibilities in risk management include:

1. Arranging office furniture with personal safety in mind (e.g., always have a pathway to the door).
2. Never working alone in a building.
3. Informing the field supervisor or other staff of when and where engagement occurs if the usual contact arrangements are not followed.
4. Understanding the policy regarding transporting service users in a personal vehicle
5. Reporting any concerns or incidents related to personal safety to the Field Supervisor and/or Faculty Liaison.

Students have a right to a safe working environment, free of discrimination and harassment. The University policy regarding discrimination and harassment, including sexual harassment of its students and employees, applies to students in the practicum setting. The School of Social Work supports this policy and encourages any student who feels that they have been the subject of discrimination or harassment, to discuss the situation with

the University's Office for the Prevention of [Discrimination and Harassment](#), (250-721-7007). Any concerns may also be discussed with your faculty liaison.

Students and supervisors should also be aware that The University [policy on religious observance](#) applies to students in practicum.

NOTE: Students have the right to question any potentially unsafe assignment without repercussions from their Field Supervisor or Faculty Liaison. Students who assess that they have been given an unsafe assignment must first ensure their own safety and then notify their Field Supervisor and Faculty Liaison before proceeding. Likewise, if the Field Supervisor determines that a student has initiated an unsafe field activity, the Instructor must direct the student not to proceed. In the case of student non-compliance with such a direction, the Faculty Liaison or Field Education Coordinator must be notified.

SECTION III: FINDING A PRACTICUM

Accessing Practicum Placements

The number and type of field placements may be limited during some semesters. The School does not guarantee availability of placements each semester and may limit registration. Students will be given recommendations by their field education coordinators and academic advisors regarding timing of their field placements.

Placement opportunities can vary greatly depending on the learning needs and prior experience of students. . Ideally the agencies selected for the practicum should provide clear opportunities to meet the specific learning goals of the student.

While every effort is made to secure placements for all students, negotiating access to practicum placement is a complex and competitive process. Practicum placements may be limited based on availability, geographic location, and the particular requirements of an agency setting or other reasons. The School reserves the right to approve any agency setting that may express an interest in providing practicum placements.

NOTE: If, despite the best efforts of all parties a suitable practicum placement cannot be secured prior to the beginning of the term, the student will be required to withdraw from practicum and wait until the following term to complete practicum.

Participants in the Practicum Process

The Student

Students are encouraged to be active, self-directed learners. In addition to developing professional knowledge and skills, students should be preparing to be critically reflective social workers.

The student is expected to:

- Be fully conversant with all policies and procedures regulating field education
- Complete pre-placement activities that may be required by the School, the University and/or the potential field setting
- Take an active part in identifying and articulating their own specific learning objectives
- Engage in ongoing discussions with the fieldwork coordinators to identify potential field settings that might best meet those objectives.
- Develop an initial learning contract that reflects specific learning needs/goals;
- Engaging in ongoing consultation with the field supervisor to mutually agree on activities that meet the students learning goals and the expectations of the fieldwork setting;
- Practice in a critically reflective, anti-oppressive, ethical manner;
- Actively participate in the evaluation process
- Immediately consult with the faculty liaison should there be unresolved issues in the practicum.

Field Education Coordinator

The Field Education Coordinator is responsible for:

- Coordinating and approving all MSW student placements,
- Explaining policies and regulations including clearly communicating to the student any requirements that must be met prior to the student beginning the placement
- Reviewing and providing feedback on the students initial learning contract

- Ensuring that a faculty liaison is assigned to each student,
- Providing resources and information to faculty liaisons,
- Arranging an MSW consultant to the student and agency, if required,
- Assisting students and faculty liaisons in addressing and resolving any serious conflicts and disputes that might arise prior to or during the field placement.

Field Supervisor

An onsite field supervisor will provide the student with daily supervision throughout the field placement. Normally, the field supervisor in a graduate level practicum will hold an MSW degree. In the case where the practicum supervisor does not have a MSW, a consultant social worker with a MSW will be involved with the student and agency personnel (see below).

Specifically, the field supervisor will:

- Provide the student with an orientation to the agency and ensure that the student has sufficient knowledge of and resources needed to meet all relevant agency based requirements for a successful placement:
- Work with the student to clarify and further develop the learning contract;
- Provide relevant and intentional learning opportunities for students;
- Provide ongoing support and feedback with respect to student strengths, challenges and progress
- Engage with the student and the faculty liaison in a mid-point and final evaluation process
- Make a final recommendation regarding the student's completion of the practicum.

Faculty Liaison

The faculty liaison is the instructor of record and links the university and agency contexts by maintaining cooperative relationships with field supervisors, ensuring information is exchanged, and consulting with the student and field supervisor regarding the placement and the student's progress.

Responsibilities include:

- Reviewing, suggesting revisions when necessary, and approving the final learning contract
- Facilitating an initial orientation meeting or teleconference between all parties
- Facilitating a mid-point and final evaluation meeting between all parties
- Maintaining contact with the student and practicum supervisor;
- Mediating any differences which may arise between the parties;
- Designing and facilitating the Integrated Practice Seminar
- Assigning the student's final grade.

Consultant Social Worker

In rare occasions, students may be placed in an agency where there are no supervisors with an MSW to provide direct supervision. In this case, a consultant social worker will work with the student and field supervisor. It is the responsibility of the School of Social Work to appoint and support the consultant social worker.

The role of the consultant social worker is to provide additional social work support to students and agencies in such field settings and is required for the School to be in compliance with Accreditation Standards set by CASWE. The primary role of the consultant social worker is to assist the student and the onsite field supervisor

in examining the complexities of social work and to link social work theories, values and ethics to practice. It is expected that the student and the consultant social worker meet within the first week of practicum to determine the format and frequency of contact. The student, consultant and supervisor should determine the consultant's role respecting evaluation at the outset of the practicum. The consultant social worker will occupy some of all of the following roles:

1. Teacher: assisting the student in making connections between social work theory/concepts/principles.
2. Support Person: providing support to students and new supervisors.
3. Resource Person: providing information on community resources, written materials, etc.
4. Feedback Person: providing ongoing feedback to student based on observations within the consultant/student relationship.
5. Evaluator: participating in student evaluations either through written submissions or active involvement in evaluation meetings.
6. Supervisor: providing temporary supervision to the student in the case of supervisor's absence.
7. Interviewer: involved in placement interview to assist in determination of student suitability for agency.

It is recommended that all parties negotiate the specifics of the role of the consultant social worker at least two weeks prior to the beginning of the practicum. These details should be included in the learning contract.

Important Dates and Contact Information

NOTE: Students must apply for practicum two terms in advance of the term in which the placement is to begin.

- Jan 15th - for placements commencing in the September term;
- May 15th - for placements commencing in the January term;
- Sept 15th - for placements commencing in the May term;

All practicum placements must be approved by the Field Education Coordinator

NOTE: Securing a practicum placement takes time. It is advisable that students begin their search early and work closely with their Field Education Coordinator

Field education assistant

Email: swfield@uvic.ca Phone: 250 472-5109

Indigenous Field education coordinator (Cheryl Aro)

Email: fnpracti@uvic.ca Phone: 250-721-8040

Field education coordinator (Maxine Gibson)

Email: mjgibson@uvic.ca Phone: 250-721-8035

Field education coordinator (Shawn Hoey)

Email: smhoey@uvic.ca Phone: 250-721-80

Steps in Planning the Practicum Process

1. Confirm that you have the necessary pre-requisites
2. Apply for practicum by the due date. See the School website for how to do this.
3. Identify learning goals

The first step is to consider your experience, current knowledge and skills, your learning needs and your curiosity about social work practice. You may wish to consider the experiences you have already had, the knowledge and skills you have already developed and then think about how this knowledge and skills be further developed?

In the learning goal you may also need to consider your personal circumstances. For example,

- Many hours a week can you be available?
- What hours of work can you do—are you available on weekends or evenings?
- Do you have a car if that is required?
- Are there additional factors that must be considered?

4. Identify Potential Placements

Once you have some ideas about what you bring with you to a practicum, and what you want from your practicum, create a short list of agencies that might fit your learning goals.

Students may obtain an overview of the potential field education placement sites in the community by checking out the social service and health agencies and institutions. The School of Social Work also maintains a database of agencies that may offer MSW placements. Normally, students will be able to access this database once an application to complete a practicum has been submitted.

5. Develop additional material

Prepare a current resume and a cover letter. This cover letter must:

- Outline your learning goals,
- Specify the types of fieldwork experiences that you consider will assist you meet these goals,
- Define the details of your availability and relevant personal circumstances
- Identify the contributions you will bring to practicum.

6. Meet with the Field Education Coordinator

Students work closely with their Field Education Coordinator in securing practicum placements as this approach works best to alleviate some of the challenging aspects of securing a placement. On or before the application deadline, contact the field education coordinator to discuss your learning goals, share your resume and associated material and begin the discussion of the agencies you think might be able to provide learning opportunities to meet your learning goals.

The field education coordinator will provide additional information, help you locate other possibilities, and work with you to follow the appropriate steps in creating a contact with the fieldwork location(s).

Normally, students do not contact agencies directly to discuss practicum, without checking in with the appropriate practicum coordinator first.

7. Prepare for the Next Steps

In most cases students can expect to be formally interviewed by the potential practicum placement(s). Prepare for this!

8. Finalize your placement

When an agency offers you a placement it is important to contact your Field Education Coordinator immediately and complete any requirements that the School, the University and the practicum setting may require. This includes (but is not limited to) criminal records check, proof of immunization, signing confidentiality forms, completing pre-placement orientation training etc.

NOTE: Failure to complete any of these requirements prior to the beginning of the placement will result in a delay or cancellation of the placement.

Before your placement can be confirmed you will need to provide the Fieldwork Coordinator with the details of your precise start date and location, your schedule outlining the days in which you will be in the placement, the duration of the placement and the correct full (email and telephone) contact information for you and your fieldwork supervisor.

9. Do a Pre-Placement Check In with your Field Supervisor

At least two weeks prior to beginning your placement, confirm your start date with your field supervisor and check to make sure you know where to go on the first day

Other Practicum Policies

Absences from the Field Placement

Any absence from the field setting, (except for cases of widespread pandemic or other community emergency situations) will require students to extend their time in the field agency. Please consult your faculty field liaison and/or the Field Education Coordinator for procedures related to pandemic or emergency situations. Should a labour disruption occur during the placement the field setting students are expected to respect any picket lines and take direction from their field supervisor and faculty liaison.

Changing Agencies

After practicum commences, changes are only made when the placement is clearly not meeting the student's learning needs. This could occur when there is:

- a previously unidentified learning need which cannot be met in the agency
- inadequate supervision
- inadequate or inappropriate workload
- personal difficulty of either the student or supervisor which precludes a satisfactory learning experience

- any form of workplace harassment or discrimination

This change must be discussed and approved by the faculty liaison. If a change in practicum is required, the first placement must be properly and respectfully terminated before any negotiations begin for a second placement. Any change in placement may also require that the student complete extra hours in order to allow sufficient time to demonstrate competence in the new setting and be evaluated on the current learning. The student has the right to be informed in writing of the reasons for any change in placement.

Requirement to register on external database

When an agency uses an external database system to place students, a student will be asked to sign a consent form that outlines the conditions and confidentiality commitment of the external site. The signed consent form will be placed on the student's file. A student may withdraw their application for an agency if they do not wish to have their personal information placed on an external database.

International Practicum Placements

International placements are only permitted for the final field placement. Student must plan a minimum of two semesters ahead for this placement. The School will provide the student with a comprehensive preparation package that must be completed and given to the director for final approval. University policies for international travel apply.

Practicum in the Student's Work Place

Normally, a social work practicum is an unpaid educational experience in an agency other than a student's place of employment. Placements that are in a student's place of employment and/or paid must comply with the policies of the School of Social Work and CASWE accreditation standards. In particular, the workplace practicum must meet the usual criteria for being an approved practicum placement and have an available MSW supervisor to work with the student.

A practicum in the place of employment requires a clear delineation between the student and employee roles. Such a distinction is required in particular to protect the student's learning and to avoid conflict of interest.

Questions to Consider Before Negotiating a Practicum in the Place of Employment

- Would I accept this practicum if it were removed from my place of employment?
- Does this practicum offer me significant and substantive new learning experiences?
- Will this practicum facilitate progress toward my long-term career goals?
- What are the implications for my employment after the practicum is completed?
- As a student, am I expected to complete tasks and activities that are actually unrelated to practicum requirements?

Any student who is interested in a workplace placement must consult the Field Education Coordinator and complete a proposal that is signed by the prospective field supervisor and the current workplace supervisor. A proposal for an employment practicum must address the following points:

1. A description of the agency in which the proposed practicum would take place, including details about the potential field supervisor
2. A description of the student's current employment responsibilities in the agency.
3. Name/title/contact information of current employment supervisor, name/title/contact information of proposed Field Supervisor, and name of the department/section/program in which the practicum will take place.
4. Information outlining the procedures to follow in the event of conflict of interest
5. Confirmation from the employer that the student is released, usual duties and expectations associated with regular employment. In other words, the student is freed from the "worker" role and enabled to engage in the "learner" role.
6. A description of the focus and activities (duties/responsibilities) involved in the proposed practicum, with an emphasis on:
 - how these differ from current employment responsibilities;
 - how the proposed practicum fits with the student's learning needs and interests; and
 - how the proposed placement allows the student opportunities to meet the Practice Objectives of the practicum.

Completed proposals must be submitted to the Field Education Coordinator for review. The Field Education Committee must approve all workplace placements.

Inability to Secure a Placement

When seeking a practicum position, students may apply to a maximum of four agencies in any one semester. From time to time placements are not available for the semester the student registers in their practicum. This can be due to the location where students live and/or change in placement availability. If the student is unable to secure a placement she/he will be allowed to withdraw without penalty from the course and advised on how to pursue a placement in the next semester.

Conflict Management

Every attempt should be made to resolve differences in a professional, ethical manner. It is important for all parties in the practicum (student, field supervisor, and faculty liaison) to openly and regularly share concerns, reviewing the contract, clarifying expectations, and be specific about issues that may arise in the placement. If informal dialogue does not resolve issues or improve the situation, the faculty liaison will work with the student and field supervisor to determine the next steps. This will involve discussing the situation with the School Director, the MSW Graduate Advisor, and the Field Education Coordinator, and any other resource people who may assist in helping to resolve the issue.

Withdrawal/Termination of Placement (other than medical/parental leave)

The steps leading up to a decision to terminate a placement must be well documented by the faculty liaison.

There are several ways in which a practicum may be terminated:

- The Student may request termination from the practicum;
- The Supervisor may request the termination of the practicum;
- The Faculty Liaison decides that the practicum should be terminated;

- All parties may agree that the practicum placement has not provided the learning environment necessary for the student.

Students requesting a termination of the practicum, must do so in writing and obtain the consent of the faculty liaison prior to withdrawing from the placement. When the field supervisor has requested the termination of a placement, a report outlining concerns, efforts made to remedy concerns and other relevant information must be provided in writing to the Faculty Liaison.

Requests for Exceptions to Practicum Policy

Field policies are reviewed and approved by the School governing body and director of the School of Social Work. The student should bring any requests for special exceptions to practicum policy to the Field Education Coordinator. The Field Education Coordinator will seek advice and guidance from senior administration. The director of the School receives appeals from students who have not been able to resolve concerns within the field practicum.

Exceptions to some policies may be granted in circumstances of specific educational need or extreme personal circumstances. All exceptions must meet the standards set by the School of Social Work and CASWE.

Conflict resolution and appeals are consistent with the policies of the University of Victoria. Students who have grounds for believing themselves unjustly treated may seek all appropriate avenues of redress or appeal open to them.

SECTION IV: BEGINNING FIELDWORK

Orientation

The first weeks of placement are crucial in terms of orienting oneself to the organization, constructing a learning contract, and developing relationships with the supervisor, other staff, and the community.

Graduate students are expected to take initiative in terms of their own learning needs. Students have found it useful to have a checklist of those things to be considered when starting a practicum.

Checklist for starting a practicum:

a) Find out as much as possible about the organization:

- History
- Mandate
- Funding
- Organizational goals
- Organizational structure
- Personnel
- Operational Policies
- Values
- Service Users
- Partnerships and role in the community

Much of this information will be contained in documents that already exist. Students can ask for copies of policy documents, mission statements, brochures, and/or any other information that is handed out in the community.

b) Find out as much as possible about the work the agency does and what will help facilitate that student learning by:

- Reading files
- Meeting with other staff
- Reading policies
- Attend meetings
- Attend other events that arise such as retreats,
- Observe others working whenever possible.

c) Meet as early as possible with your field supervisor and come prepared to the meetings:

- Find out what the plans are for your orientation/introduction; suggest some ideas that you might have;
- Request any relevant information to help you familiarize yourself to the agency and the work you will be doing;
- Find out the legislation(s) that you should familiarize yourself with;
- Establish supervision times
- Confirm work hours
- Find out from the agency supervisor who is “back-up supervisor” when s/he is absent.
- Discuss learning opportunities – develop a plan for completing your learning contract by the end of the second week.

- Let your supervisor know you will be contacting the faculty liaison to set up a meeting – find out available times

The Learning Contract

Every student is expected to complete a learning contract in consultation with the field supervisor and faculty field liaison within the first two weeks of placement (or within the first 70 hours if the placement is not full-time).

This learning contract is meant to be a working document and may or may not change over the subsequent weeks of the placement

The learning contract outlines the agreements made between the field supervisor, student and faculty liaison regarding mutual expectations and roles as well as the specific activities to be completed in the placement. The contract should link the student's identified learning objectives with the practice opportunities that are available in the setting. It is critical that the items in the contract are specific and measurable, as they will form a part of the student's mid-point and final evaluations.

Clearly articulating learning goals and the tasks/activities that will help accomplish those goals can be helpful in establishing some clarity about the student's role in the agency, focusing the student's learning, and guiding and directing the practicum. This contract is not intended to be rigid—additions and changes can be made later on if new opportunities or interests arise.

The Learning Contract may also include administrative information that may be relevant (such as the hours of work, agency resources available to the student, the beginning and ending dates of the practicum, etc.). The learning contract also informs the student's evaluation in practicum

SECTION V: THE EVALUATION PROCESS

Evaluation

Principles Guiding the Assessment of Student Learning

Assessment is an ongoing process intended to highlight students' strengths and learning needs. The assessment of the student's educational needs and progress in practicum are formally articulated at the beginning, middle, and end of the placement.

The following principles guide the practicum evaluation processes:

- Student evaluation is an ongoing process of assessing and clarifying the extent to which the student is practicing ethically and demonstrating achievement of practicum objectives;
- Feedback to the student reinforces learning, supports strengths and identifies areas of concern;
- Participation by the student in all steps of the evaluation process is essential; and
- The evaluation process is primarily a learning tool to facilitate efforts to integrate theory and practice and promote professional development

The evaluation forms are designed to document the student's growth and areas of practice strengths and challenges. The evaluation forms specific to SOCW 540; SOCW 506 and SOCW 506A are located in the Appendices of this manual. The evaluation provides the major input for the practice portion of the student's grade for the course.

There are two points of evaluation in the MSW practicum - the mid-point and the end. The student and field supervisor are responsible for jointly completing the mid-point and final evaluation forms prior to meetings with the faculty field liaison. In order to successfully complete the practicum the student must have achieved a level of competence in all key areas as noted on the evaluation form.

In an open learning environment feedback between the student and the field supervisor is ongoing.

At a minimum, weekly meetings should be held to discuss the student's progress, what is working, and any changes needed to maximize learning in the practicum. There should be no surprises at the time of the mid-point and final evaluations. Both parties should address concerns immediately. The faculty liaison is available to assist in mediating any unresolved concerns.

In an effort to minimize the power differential within the student/supervisor relationship, and to facilitate critical self-reflection, the student is encouraged to be an active participant in the evaluation process. One suggestion is that both the supervisor and student complete the evaluation forms separately and then come together to share their findings. Past students have indicated that this process fosters a feeling of partnership. Many supervisors choose this process as they find it distributes the responsibility of evaluation and encourages the student to be explicit in the evidence they provide about their work. Pedagogically, a shared evaluation models power sharing and supports critical self-reflection, which is a foundation of anti-oppressive social work practice.

Mid-Point Evaluation

Once the mid-point evaluation form is complete and the student and supervisor have had an opportunity to discuss its contents, the faculty liaison will meet with the parties to confirm the student's strengths and

contributions within the practicum as well as the specific challenges they will want to address in the second part. This is also an opportunity to revisit the learning contract and to specify next steps.

Final Evaluation

A final meeting will be held between the faculty liaison, student, and practicum supervisor at the end of the placement. This meeting provides an opportunity for the student to reflect on their learning and for all parties to assess the practicum experience. At this time a final recommendation is made as to the student's success in completing the practicum

The faculty instructor (liaison) assigns the final grade. The practicum is evaluated on a pass/fail basis

Unsuccessful Placements

The evaluation of a student whose progress has been determined to be unsatisfactory should be, insofar as possible, a conclusion reached after a full and frank discussion between the student, Field Supervisor and Faculty Liaison.

Students may be placed at risk of failing the practicum if they are at the Not Meeting Objective level for one or more of the Practicum Objectives as specified on the Evaluation form, or at any time if other serious concerns regarding performance, professional practice or misconduct arise.

The Field Supervisor, Faculty Liaison, and/or student are encouraged to initiate a review as early in the practicum as possible once concerns are identified, as early identification of at-risk situations increases the likelihood that concerns can be addressed and delays of the student's education schedule minimized. The Field Supervisor has primary responsibility for monitoring and documenting the student's achievement and challenges in practicum; and is asked to contact the Faculty Liaison as soon as possible for consultation.

If the grade is an INP, N, or F, it must be accompanied by documentation that will provide the information required by the practicum team to negotiate another placement on behalf of the student. This includes:

- A Directed Practicum if there are practice issues and concerns (a Directed Practicum is always required with an F grade);
- A recommendation of the number of hours the student should carry forward (generally a maximum of 20% however it is negotiable based on agency needs, situations, etc);
- Any other recommendations that might assist the student in securing a new placement.

Directed Placements

A directed placement is a statement signed by both the student and the faculty liaison.

This statement should outline the student's:

- Strengths, knowledge, and skills
- Identified learning needs or areas of concern requiring particular attention during the practicum
- Specific learning goals
- Specific requirements

This statement should include (if possible) feedback from the field supervisor.

This statement, signed by both student and faculty liaison, is placed on the student's file and shared with prospective agencies. Where the student has a different perspective of his/her learning goals, needs or concerns,

the student will be encouraged to write a statement to this effect which will also be shared with prospective agencies.

Approval of a possible placement agency and supervisor for a repeat or directed practicum will be based its ability to meet the student's learning needs. A potential agency receives the written statement of learning needs along with any regular documentation for the practicum. The supervisor from the prospective agency then decides whether or not to accept the student for an interview and, if appropriate, subsequent placement.

A Directed Placement may be required under the following circumstances:

- Learning needs have been identified in pre-requisite courses by faculty member;
- Student was unsuccessful in a previous placement

Following placement, a special contract focused on student learning needs and with special monitoring of progress is arranged between agency, faculty liaison, and student.

A student who has failed a practicum course must have the approval of the School Director to re-register for the practicum. A student who makes two unsuccessful attempts at completing a practicum course will generally be asked to withdraw from the program.

Grade Appeals

All students have the right to appeal decisions that are made. Students who have grounds for believing themselves unjustly treated within the University are encouraged to seek all appropriate avenues of redress or appeal open to them. For further information on appeals, please see University Calendar.

APPENDICES

Appendix 1 - Request for Placement Form

Share our commitment. Bring justice to life.

Master of Social Work Request for Placement

Please check one: SOCW 540 SOCW 506 SOCW 506A

Please fill in all areas of this form then press "submit". The form will be sent to your Coordinator.

Date of Request:

Student Information

Name:

Student number:

Address during practicum:

City:

Postal Code:

Phone number during practicum:

Agency Information

Agency Name:

Street Address:

City:

Phone:

Fax:

Authorized Signing Authority for the Agency:

Email address of signing authority:

Agency Supervisor Information

Supervisor's name:

Supervisor's email address:

Address (if different from above):

City:

Phone:

Fax:

Degree, institution, date of graduation:

Days, hours available for phone call:

Proposed Contract

Please include an overview of the activities you will engage in (point form) and the skills you hope to acquire/strengthen during this placement (point form). Please review the Practice Objectives included in the MSW Field Education Manual for details on expectations. The text boxes are limited to 150 words.

Activities:

Skills:

Appendix 2 - MSWF (SOCW 540 - Foundation Year Practicum)

Learning Contract and Evaluation forms Learning Contract, Mid-point and Final Evaluation

| |
|---|
| Social Work 540 Practicum Objectives |
| The foundation practicum will provide students opportunity to: |
| 1. actively engage in personal and professional reflexivity. |
| 2. critically analyze social work practice approaches and the historical/contemporary influences on practice |
| 4. articulate the strengths/imitations of social work identify and critique same, especially in relation to professional power. |
| 5. demonstrate anti-oppressive and decolonizing approaches to practice(s). |
| 6. engage with and apply social work values and ethics |
| 7. display an understanding of, and a commitment to, social justice. |
| 8. demonstrate skills in relationship building, communication and collaboration |
| 9. articulate and critique the organizational context of the practice setting |
| To successfully complete SOCW 540 the student must meet each objective unless the opportunity to demonstrate the objective did not arise. |
| A rating of <u>failure to demonstrate</u> on more than two learning objectives will constitute FAILURE of the practicum. |

Introduction to the mid-point and final Practicum Evaluations

a) Purpose

The purpose of the mid-point evaluation is to confirm the student's areas of practice strength in the placement, as well as the challenges the student will want to address in the second half of the practicum. In order to successfully complete the practicum the student must achieve a 'demonstrated' in **all** areas on the final practicum evaluation. It is critical therefore, that at the mid-point any areas for work be clearly highlighted and that a plan be identified to implement the required changes/growth. The final evaluation will take place toward the end of the student's placement and will provide summative comments regarding the student's overall learning and development during their practicum.

b) Grading: Pass/Fail

All practica are graded on a Pass/Fail basis. All areas of the final evaluation must be rated as demonstrated in order for the student to successfully complete the practicum.

c) Process for Completing the Evaluation

The student should take the lead in the evaluation process. The exact process should be negotiated between the supervisor and the student; however it is important that both parties have the opportunity to discuss the evaluation together before a draft is sent to the Faculty Liaison. Normally the student and the supervisor meet to discuss the evaluation, the student then writes the evaluation, they review it together and send it off to the

Faculty Liaison.

The Faculty Liaison will meet with the parties after the student and supervisor have completed their process of meeting and writing up the evaluation. This meeting may take place by telephone or in person. The Faculty Liaison must receive a copy of the written evaluation at least a day prior to the meeting.

d) Feedback Regarding Evaluation Forms

These forms were developed in consultation with social work faculty, students and staff as well as experienced practicum supervisors from a variety of settings. We welcome your ideas about what works well and what we might do to improve the forms.

Part A - The Learning Contract

| |
|---|
| 1. Student Tasks and Responsibilities – Describe the tasks and responsibilities of the practicum. |
| Student Input: |
| 2. Skills and Knowledge – Please enter the skills and knowledge to be emphasized in the practicum. |
| Student Input: |
| 3. Additional Recommendations for the Learning Contract (if required): |
| Faculty Liaison Input: |
| 4. Consultant Social Worker (if required) |
| Consultant's Name: |
| Consultant's Email: |
| 5. Learning Contract Approval: |
| a) Student |
| b) Field Instructor/Supervisor |
| c) Faculty Liaison (<i>Click to sign the contract</i>) |

Part B. Evaluation Criteria (Mid-point and Final)

1. The student actively engages in personal and professional reflexivity. The components of reflexivity include:

- a) Practice reflection: demonstrates the ability to integrate theoretical knowledge and learning from practice situations

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- b) Self reflection: demonstrates the ability to reflect on their social, political and historical location and the implications of this for practice. ***

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- c) Reflection on the helping process: demonstrates the ability to reflect on the ambiguity and uncertainty of social work practice

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- d) Acknowledging and questioning personal and practice backgrounds, experiences and identities.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- e) Demonstrates a critical consciousness of the personal and professional issues that may surface in the practicum.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

ADDITIONAL COMMENTS

| | |
|-----------------------------------|--|
| Student Comments: | |
| Field Supervisor Comments: | |
| Faculty Liaison Comments : | |

2. The student understands social work practice and can outline/question the historical and contemporary influences on how social work is practiced in the practicum setting.

- a) Demonstrates a full understanding of the role of social work in the practicum setting

| Mid-point Evaluation | Final Evaluation |
|----------------------|------------------------------|
| Student: | Student: |
| Field Supervisor: | Field Instructor/Supervisor: |

- b) Can articulate the theoretical foundation(s) of social work in this setting

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- c) Demonstrates curiosity and openness about the factors that have shaped social work practice in this setting and the ability to respectfully ask questions about the factors that influence social work.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

ADDITIONAL COMMENTS

| | |
|-----------------------------------|--|
| Student Comments: | |
| Field Supervisor Comments: | |
| Faculty Liaison Comments: | |

3. The student is able to articulate the strengths/imitations of social work identify and critique same, especially in relation to professional power relations.

- a) Demonstrates the ability to identify ways in which social work has currently and historically challenged structural inequalities related to Indigenous people, race, class, gender and other markers of identity.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- b) Demonstrates the ability to identify how and where the agency is committed to social justice and

redressing structural inequalities.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

ADDITIONAL COMMENTS

| | |
|--|--|
| Student Comments: | |
| Field Instructor/Supervisor Comments: | |

4. The student demonstrates skill in socially just and decolonizing approaches to practice(s).

a) Engages individuals and communities in a respectful way and follows the appropriate protocols.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

b) Displays knowledge of the traditional territory in which the practicum placement is located.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

c) Demonstrates knowledge of agencies/ program/ services to Indigenous people, newcomer populations, other underserved populations including referral procedures and barriers.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

d) Understands relationship(s) between local Indigenous communities and the practicum placement agency.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

ADDITIONAL COMMENTS

| | |
|--|--|
| Student Comments: | |
| Field Instructor/Supervisor Comments: | |

5. The student demonstrates an understanding of the complexity of social work values and ethical frameworks, including Code(s) of Ethics

a) Demonstrates the ability to articulate and critique the relevant Code(s) of Ethics.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

b) Demonstrates the ability to articulate and critique the legal authority under which the agency operates.

| Mid-point Evaluation | Final Evaluation |
|-----------------------------|-------------------------|
| | |

| | |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- c) Demonstrates the ability to articulate, to clients, coworkers and others, the legal rights and recourses available to clients.

| | |
|------------------------------|------------------------------|
| Mid-point Evaluation | Final Evaluation |
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- d) Demonstrates the ability to apply, explain and critique the agency's confidentiality policy.

| | |
|------------------------------|------------------------------|
| Mid-point Evaluation | Final Evaluation |
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

ADDITIONAL COMMENTS

| | |
|-----------------------------------|--|
| Student Comments: | |
| Field Supervisor Comments: | |

6. The student demonstrates skills in relationship building across difference, is an effective communicator and collaborator

- a) Demonstrates the ability to communicate with others in ways that are respectful, genuine, ethical and sensitive to issues of power and difference.

| | |
|------------------------------|------------------------------|
| Mid-point Evaluation | Final Evaluation |
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- b) Demonstrates an understanding that clients are 'the experts of their own lives' through honoring clients' perceptions and understandings of their lives.

| | |
|------------------------------|------------------------------|
| Mid-point Evaluation | Final Evaluation |
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- c) Demonstrates a strengths-based focus.

| | |
|------------------------------|------------------------------|
| Mid-point Evaluation | Final Evaluation |
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- d) Demonstrates the ability to work constructively across difference.

| | |
|------------------------------|------------------------------|
| Mid-point Evaluation | Final Evaluation |
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- e) Demonstrates an appreciation for and ability to engage with the complexities of practice.

| | |
|------------------------------|------------------------------|
| Mid-point Evaluation | Final Evaluation |
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

f) Demonstrates energy, patience and respect for the change process

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

g) Demonstrates the ability to create and respectfully sort through choices with clients.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

h) Demonstrates the ability to respectfully share socially just and decolonizing practice approaches.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

i) Demonstrates the ability to be transparent in practice.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

ADDITIONAL COMMENTS

| | |
|--|--|
| Student Comments: | |
| Field Instructor/Supervisor Comments: | |

7. The student demonstrates an understanding of, and a commitment to social justice.

a) Demonstrates the ability to articulate their own strengths and challenges in participating in social justice initiatives.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

b) Demonstrates the ability to identify where and how the agency is engaged in social justice initiatives in the community, in collaboration with other agencies, and with clients.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

c) Demonstrates the ability to respectfully critique where and how the agency is challenged in its ability to engage in social justice initiatives in the community, in collaboration with other agencies, and with clients.

| Mid-point Evaluation | Final Evaluation |
|------------------------------|------------------------------|
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

ADDITIONAL COMMENTS:

| | |
|--|--|
| Student Comments: | |
| Field Instructor/Supervisor Comments: | |

8. The student demonstrates the ability to articulate, engage with and critique the organizational context of the practice

- a) Demonstrates the ability to articulate the policies, procedures, standards and guidelines that frame the agency's practice.

| | |
|------------------------------|------------------------------|
| Mid-point Evaluation | Final Evaluation |
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- b) Understands the history of and influences that inform the legal, ethical, policy and procedural issues within the practicum setting

| | |
|------------------------------|------------------------------|
| Mid-point Evaluation | Final Evaluation |
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- c) Demonstrates the ability to produce clear, concise and relevant verbal and written communication.

| | |
|------------------------------|------------------------------|
| Mid-point Evaluation | Final Evaluation |
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- d) Demonstrates time and workload management skills.

| | |
|------------------------------|------------------------------|
| Mid-point Evaluation | Final Evaluation |
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- e) Demonstrates teamwork skills: communicates clearly and directly and engages in constructive consultation.

| | |
|------------------------------|------------------------------|
| Mid-point Evaluation | Final Evaluation |
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- f) Demonstrates the ability to use supervision constructively.

| | |
|------------------------------|------------------------------|
| Mid-point Evaluation | Final Evaluation |
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

- g) Demonstrates the ability to handle conflict in a direct, open and respectful way.

| | |
|------------------------------|------------------------------|
| Mid-point Evaluation | Final Evaluation |
| Student: | Student: |
| Field Instructor/Supervisor: | Field Instructor/Supervisor: |

ADDITIONAL COMMENTS

| | |
|--|--|
| Student Comments: | |
| Field Instructor/Supervisor Comments: | |

Part C. Evaluation Summary

Comments and Signatures

1. MID-POINT EVALUATION Summary Comments

| Main Areas of Student Strength | |
|--|--|
| Student Comments: | |
| Field Instructor/Supervisor Comments: | |
| Faculty Liaison Comments: | |
| Main Areas Requiring Future Development | |
| Student Comments: | |
| Field Instructor/Supervisor Comments: | |
| Faculty Liaison Comments: | |

MID-POINT EVALUATION Signatures:

| | |
|--------------------------------|---|
| a) Student | |
| b) Field Instructor/Supervisor | |
| c) Faculty Liaison | <i>(Click to sign the Mid-point Evaluation)</i> |

3. FINAL EVALUATION Summary Comments

| Main Areas of Student Strength | |
|--|--|
| Student Comments: | |
| Field Instructor/Supervisor Comments: | |
| Faculty Liaison Comments: | |
| Main Areas Requiring Future Development | |
| Student Comments: | |
| Field Instructor/Supervisor Comments: | |
| Faculty Liaison Comments: | |

FINAL EVALUATION Signatures

| | |
|--------------------------------|--|
| a) Student | |
| b) Field Instructor/Supervisor | |

Final Grade submitted by Faculty Liaison:

| | |
|--|--|
| Final Grade: COM F INP N | |
| Additional Recommendations for Directed Placement, if any: | |
| Signature (i.e.): <i>Click to sign Completed Document</i> | |

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

Appendix 3 - MSW (Indigenous Specialization) - SOCW 506A Learning Contract and Evaluation Forms

PROPOSAL FOR PRACTICUM CONTRACT MSWI Social Work 506A

Date: _____

Agency's (Name) _____

Address:

Supervisor: _____

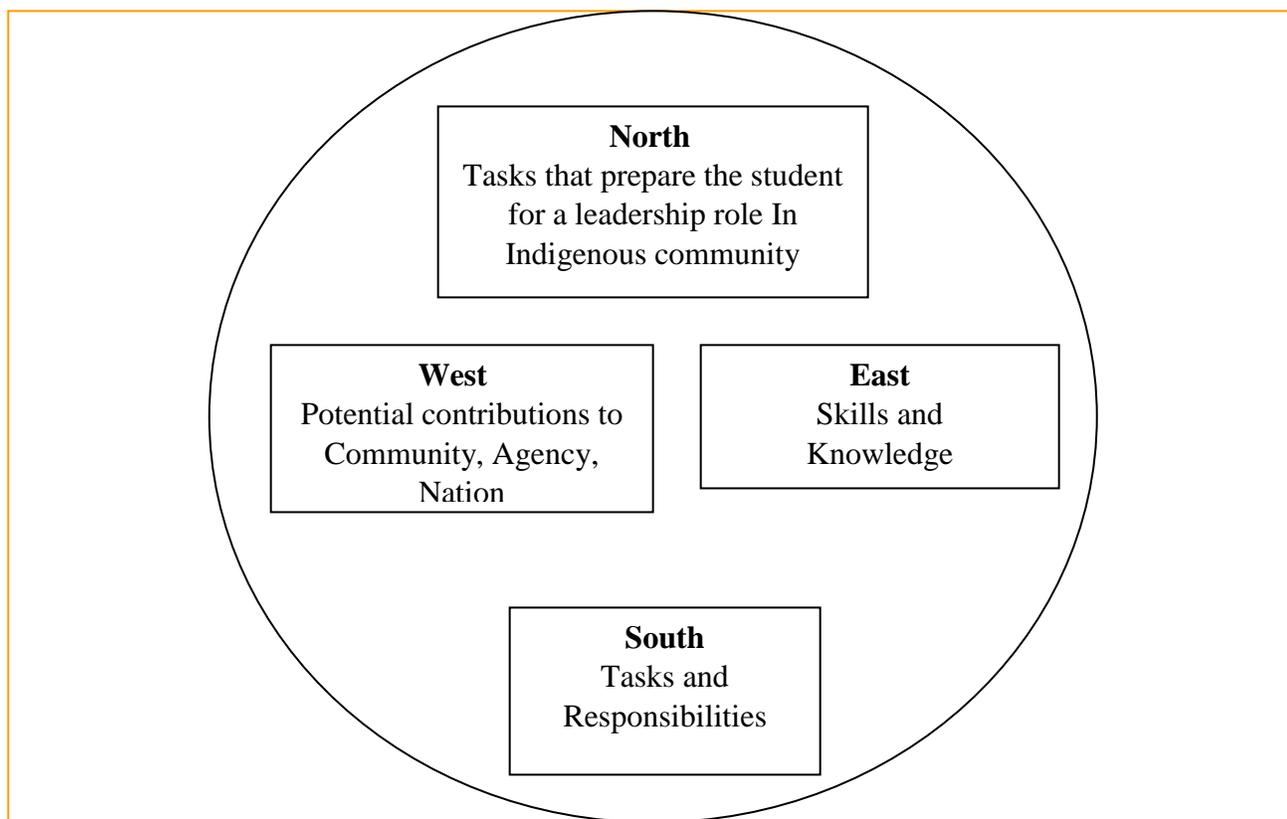
Educational Background: _____

Student's Name: _____

Date of Practicum: _____

Mid-term Date: Final Evaluation Date:

Practicum Contract: The Four Directions provides an excellent framework for constructing your MSW Practicum Contract.



Please ensure items listed here are explicit and measurable as they will form part of the student's evaluation.

Through the Eastern Doorway

Please list the skills and knowledge that will be emphasized in this practicum.

Through the Southern Doorway

Please list the tasks and responsibilities that will be accomplished in the practicum.

Through the Western Doorway

Please list the tasks that you will engage in that will contribute to agency (e.g.) workshops, professional development, community education, resource development, etc...

Through the Northern Doorway

Please list the tasks that you will engage in that will prepare you to take a leadership role in the Indigenous community.

Administrative Arrangements

Is a driver's license required: Yes () No ()
Must students have their own vehicle? Yes () No ()

What are the working hours? _____8:30 am. - 4: 30 pm._____

What workspace and equipment are available to the student (ie. office/phone/vehicle)?

Any other relevant agency information?

Does your agency require personnel to have a criminal record check?

Yes () No ()

Supervision Format:

How many hours per week for:

 To be determined_____ group supervision
 _____ individual, closed door supervision
 _____ open door consultation

Back up supervisor:

Name:

Contact Number:

Student (signature)

Agency Supervisor (signature)

Faculty Instructor (signature)

Date: _____

**MSWI SW 506A
MID-POINT EVALUATION**



Student:

Agency:

Supervisor:

Faculty Liaison:

Introduction

Purpose

The purpose of the mid-point evaluation is to confirm the student's growth and areas of practice strength in the placement, as well as the challenges the student will want to address in the second half of the practicum. In order to successfully complete the practicum the student must achieve a 'pass' in **all** areas on the final practicum evaluation. It is critical therefore, that at the mid point any areas for work be clearly highlighted and that a plan be identified to implement the required changes/growth. This will be addressed in the evaluation form under the section Work Still Required.

Process

The evaluation forms should be completed jointly by the student and supervisor with input from others (co-workers, service users, collaterals, etc) as agreed. **The faculty liaison will meet with the parties to discuss the evaluation after the forms have been completed.**

Pass/Fail

SW 506 (practicum) is graded on a Pass/Fail basis. All areas of the final evaluation must be rated as a pass in order for the student to successfully complete the practicum.

The following statements are global descriptors and are designed to assist the evaluators in distinguishing between a passing and failing performance in the MSW practicum.

PASS

The student demonstrates an excellent level of understanding and performance of core social work skills and tasks. Positive, consistent use of social work knowledge, values, principles and ethics is demonstrated in the practicum.

The student displays sound professional judgment, independence and uses consultation effectively. The student's performance also includes a consistent open, outreaching approach to learning and critical self-awareness.

FAIL

The student shows an unsatisfactory or inconsistent level of understanding and performance of core social work skills and tasks, and/or inadequate application of social work knowledge, values, principles and ethics in the practicum.

The student requires excessive direction or monitoring, demonstrates a non-self-directed approach to his/her work, is unable to carry a reasonable workload and consistently shows poor professional judgment.

A failing performance may also be indicated by a closed, reactive approach to learning opportunities/feedback and an inability to be critically self reflective.

Feedback Regarding Evaluation Forms

These forms are currently being revised to compliment the Indigenous Master of Social Work Program. Your feedback is valuable to us. If you would like to see any specific changes to this evaluation form, please comment below. If oral feedback is more convenient please indicate that you would appreciate a telephone call.

1. Practicum Contract -- Tasks and Responsibilities

Please enter below the tasks and responsibilities identified in the practicum contract and comment on the student's progress including areas for ongoing work.

* Note - Tasks and Responsibilities can be cut and pasted from the practicum contract.

a)

Comment:

b)

Comment:

c)

Comment:

d)

Comment:

e)

Comment:

f)

Comment:

(Please use other side of page if necessary)

2. Skills and Knowledge

Please enter below the skills and knowledge identified in the practicum contract and comment on the student's progress including areas for ongoing work.

* **Note** - Skills and Knowledge can be cut and pasted from the practicum contract.

a)

Comment:

b)

Comment:

c)

Comment:

d)

Comment:

e)

Comment:

f)

Comment:

(Please use other side of page if necessary)

3. Contributions to Practicum Agency

Please comment on the contributions the student is making to your agency (see practicum contract).

4. Leadership Role in Indigenous Community

Please discuss the student's relationship with the local community. How is the student demonstrating leadership in their current role?

1. Integration of Indigenous Worldview and Knowledge into Professional Practice

- A). Comment on the ways that the student engages in strength base practice.
- B). Discuss the ways that the student's practice contributes to the development of healthy Indigenous communities?

2. Initiative / Ability to Challenge

- A). Comment on the students ability to constructively critique the practicum settings policies, and practices and the ways in which policies and practices impact Indigenous people.
- B). Discuss the student's ability to know when to take independent initiative and when to consult.

3. Ability to Link Theory to Practice

- A). Using specific examples, comment on the students ability to integrate traditional and contemporary Indigenous approaches to healing and helping into their practice.

4. Student in Relationships

- A). Discuss the student's role with the agency and the ways in which it intersects with their role/ relationship with their family, community and Nation.

5. Organizational Ability

- A). Comment on the student's ability to prioritize, organize and manage work in both structured and unstructured work situations within agreed upon timeframes.

6. Ability to engage in critical self-reflection and demonstrate an open approach to learning.

- A). Describe the student's ability to engage in critical self reflection. Comment on the student's ability to articulate the ways that their values, beliefs and worldview impact their practice.
- B). Comment on the student's openness to constructive feedback and their ability to act on this.

Main Areas of Strength

Please comment on the student's major areas of strength giving examples of 'excellence' in their practice.

Main Areas of Work

Please comment on the areas the student needs to develop in order to successfully complete the practicum.

Student

Practicum Supervisor

Faculty Liaison

Date

MSWI SW 506A

FINAL EVALUATION

Student:

Agency:

Supervisor:

Faculty Liaison:

SOCW 506A - MSW Indigenous Specialization

The evaluation forms should be completed jointly by the student and supervisor with input from others as agreed. The faculty liaison will meet with the parties to discuss the evaluation. The evaluation is often used later on by the school (with permission from the student) to provide a reference.

Pass/Fail

SW 506A (practicum) is graded on a Pass/Fail basis. All areas of the final evaluation must be rated as a pass in order for the student to successfully complete the practicum.

The following statements are global descriptors and are designed to assist the evaluators in distinguishing between a passing and failing performance in the MSW practicum.

PASS

The student demonstrates an excellent level of understanding and performance of core social work skills and tasks. Positive, consistent use of social work knowledge, values, principles and ethics is demonstrated in the practicum.

The student displays sound professional judgment, independence and uses consultation effectively. The student's performance also includes a consistent open, outreaching approach to learning and critical self awareness.

FAIL

The student shows an unsatisfactory or inconsistent level of understanding and performance of core social work skills and tasks, and/or inadequate application of social work knowledge, values, principles and ethics in the practicum.

The student requires excessive direction or monitoring, demonstrates a non self directed approach to his/her work, is unable to carry a reasonable workload and consistently shows poor professional judgment.

A failing performance may also be indicated by a closed, reactive approach to learning opportunities/feedback and an inability to be critically self reflective.

Feedback Regarding Evaluation Forms

These forms are currently being revised to compliment the Indigenous Master of Social Work Program. Your feedback is valuable to us. If you would like to see any specific changes to this evaluation form, please comment below. If oral feedback is more convenient please indicate that you would appreciate a telephone call.

1. Practicum Contract -- Tasks and Responsibilities

Please enter below the tasks and responsibilities identified in the practicum contract and comment on the student's progress including areas for ongoing work.

* **Note** - Tasks and Responsibilities can be cut and pasted from the practicum contract.

a)

Comment:

b)

Comment:

c)

Comment:

d)

Comment:

e)

Comment:

f)

Comment:

(Please use other side of page if necessary)

Skills and Knowledge

Please enter below the skills and knowledge identified in the practicum contract and comment on the student's progress including areas for ongoing work.

* **Note** - Skills and Knowledge can be cut and pasted from the practicum contract.

a)

Comment:

b)

Comment:

c)

Comment:

d)

Comment:

e)

Comment:

f)

Comment:

(Please use other side of page if necessary)

3. Contributions to Practicum Agency

Please comment on the contributions the student is making to your agency (see practicum contract).

4. Leadership Role in Indigenous Community

Please discuss the student's relationship with the local community. How is the student demonstrating leadership in their current role?

1. Integration of Indigenous Worldview and Knowledge into Professional Practice

- A). Comment on the ways that the student engages in transformative strength based practice.
- B). Discuss the ways that the student's practice contributes to the development of healthy Indigenous communities?

2. Initiative / Ability to Challenge

- A). Comment on the students ability to constructively critique the practicum settings policies, and practices and the ways in which policies and practices impact Indigenous people.
- B). Discuss the student's ability to know when to take independent initiative and when to consult.

3. Ability to Link Theory to Practice

- A). Using specific examples, comment on the students ability to integrate traditional and contemporary Indigenous approaches to healing and helping into their practice.

5. Student in Relationships

- A). Discuss the student's role with the agency and the ways in which it intersects with their role/ relationship with their family, community and Nation.

6. Organizational Ability

- A). Comment on the student's ability to prioritize, organize and manage work in both structured and unstructured work situations within agreed upon timeframes.

6. Ability to engage in critical self-reflection and demonstrate an open approach to learning.

- A). Describe the student's ability to engage in critical self reflection. Comment on the student's ability to articulate the ways that their values, beliefs and worldview impact their practice.
- B). Comment on the student's openness to constructive feedback and their ability to act on this.

Areas of Strength – Supervisors Comment

Please comment on the student's major areas of strength giving examples of 'excellence' in their practice. What areas of practice could the student focus on as they continue on their learning journey?

Students Closing Comments

Please comment on the practice areas that you will focus on as you continue your learning journey. What gifts/ strengths did you bring to this practicum and how did you develop those strengths over the practicum.

Student

Practicum Supervisor

Faculty Liaison

Date

Appendix 4 - MSWA (Advanced Year - SOCW 506)

Learning Contract and Evaluation Forms

SOCW 506 - Advanced Year Practicum

Purpose

The purpose of evaluation is to confirm the student's areas of practice strength in the placement. In order to successfully complete the practicum the student must achieve a 'demonstrated' in all areas on the final practicum evaluation. It is critical therefore, that at the mid-point any areas for work be clearly highlighted and that a plan be identified to implement the required changes/growth. The final evaluation will take place toward the end of the student's placement and will provide summative comments regarding the student's overall learning and development during their practicum.

Grading: Pass/Fail

All practica are graded on a Pass/Fail basis. All areas of the final evaluation must be rated as demonstrated in order for the student to successfully complete the practicum.

Process for Completing the Evaluation

The student should take the lead in the evaluation process. The exact process should be negotiated between the supervisor and the student; however it is important that both parties have the opportunity to discuss the evaluation together before a draft is sent to the Faculty Liaison.

Feedback Regarding Evaluation Forms

These forms were developed in consultation with social work faculty, students and staff as well as experienced practicum supervisors from a variety of settings. We welcome your ideas about what works well and what we might do to improve the forms.

Comments:

PRACTICE OBJECTIVE 4: Student as Social Justice Advocate

Student will demonstrate the application of social justice advocacy through individual, organizational and community actions aimed at reducing the inequities that exist within the service users' experiences of social structures, policies and processes.

Please reflect on the learning component/activity you provided in this area and comment on your progress to date. If you have not met your targets for completion date, need to change the objective substantially and/or wish to make specific references to learning that was significant to you, please do so below. Provide an assessment (demonstrated, in progress, on hold) for each component/activity you provided in your learning agreement under Practice Objective One.

(Write in the component/activities)

4a. _____

| | | |
|--------------|-------------|---------|
| Demonstrated | In Progress | On hold |
|--------------|-------------|---------|

4b. _____

| | | |
|--------------|-------------|---------|
| Demonstrated | In Progress | On hold |
|--------------|-------------|---------|

4c. _____

| | | |
|--------------|-------------|---------|
| Demonstrated | In Progress | On hold |
|--------------|-------------|---------|

Comments:

Mid-point Evaluation Signatures

Date _____

Final Evaluation Signatures

Date _____